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ABSTRACT

This 1993-94 biennial report provides information on student and program characteristics, high priority issues, and funding in the Illinois Community College System (ICCS). The report opens with the Board's mission statement and Vision 2000, the ICCS' strategic plan for the future. Next, characteristics of ICCS students and programs are provided for 1993-94, indicating that 68.8% of ICCS students attended part-time; 55.1% were female; the average age was 31, with 56.7% of students over 25 and 20.8% over 40; baccalaureate/transfer programs constituted 40.9% of all programs, while occupational/career programs comprised 27.3%; and 65% of all students in Illinois public higher education were enrolled in community colleges. Next, the ICCS' high priority initiatives are described, including issues of accountability, teaching and learning, articulation, workforce preparation, substance abuse prevention and education, high tech educational delivery, and services to special and underrepresented groups. Finally, the report provides information on fiscal year 1994 funding from state grants, local taxes, and student tuition and fees. This section focuses on operating funds revenue and expenditures, operating grants, and capital funds and indicates that state appropriations for operating grants to the colleges totaled $235 million, representing 26.8% of the total operating revenue. A list of colleges and a map of ICCS districts are appended. (TGI)

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ILLINOIS COMMUNITY COLLEGE BOARD

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Take a Fresh Look at Community Colleges

BIENNIAL REPORT
1993-94

JC 960 075

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Executive Director

This publication is a combined 1993-1994 annual report from the Illinois Community College Board

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Mission Statement

The Illinois Community College Board, as the state coordinating board for community colleges, administers the Public Community College Act in a manner that maximizes the ability of the community colleges to serve their communities. The Board promotes cooperation within the system and accommodates those state of Illinois initiatives that are appropriate for community colleges. The Board is accountable to the students, employers, lawmakers, and taxpayers of Illinois. As an integral part of the state's system of higher education, community colleges are committed to providing high-quality, accessible, cost-effective educational opportunities for the individuals and communities they serve.

Vision 2000

Illinois community colleges are proactively planning for the future. In December 1993, *VISION 2000 - A Strategic Plan for the Future* was unveiled as a guide to help steer the Illinois community college system into the future. The plan was the culmination of a year-long process of discussion, planning, and town meetings across the state, which integrated valuable input from community college participants, policymakers, business people, civic leaders, and other educational entities.

VISION 2000 establishes a "charted course" to address and anticipate the needs of the communities and the state into the 21st century. The plan focuses on five major themes: Teaching/Learning, Student Access and Opportunity, Accountability, Community, and Resources. Within these themes, and around their own unique districts' needs, the 49 community colleges are adapting, implementing, and employing the strategies of *VISION 2000* — making it a living document.

As the 21st century draws near, Illinois community colleges are focused on their goal to provide accessible and high-quality instruction, strengthen the Illinois workforce, and promote a renewed sense of community. *VISION 2000* continues to provide a dynamic compass toward that goal.

LETTER FROM ICCB CHAIR

Harry L. Crisp II

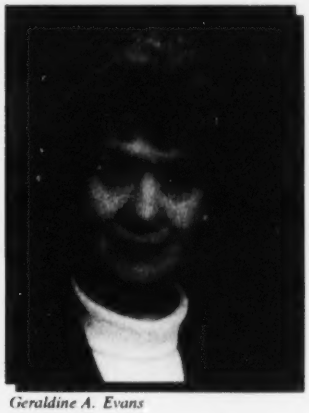
Much attention is being paid to the quality and affordability of education in our state and nation. Illinois community colleges are the ultimate affordable, accessible, and quality bargain in higher education.

Practically speaking, **there is nothing community colleges cannot do** when it comes to addressing the needs of students in Illinois. We are active partners with our community businesses and industries — making job training, retraining, and skill-building opportunities available.

Community colleges provide great beginnings for nearly a million individuals annually. We focus on quality education and provide the communities across Illinois with a caring and enthusiastic atmosphere for teaching and learning. More than ever before, the ability and desire to address the needs, concerns, and issues of both individuals and communities are what motivate the Illinois community college system to not only strive for excellence, but to exceed familiar expectations and break new ground.

Harry L. Crisp II

LETTER FROM EXECUTIVE DIRECTOR



Geraldine A. Evans

The Illinois community college system is a dynamic provider of higher education. Our colleges are **constantly changing to meet the needs of our students and our communities**. Community colleges provide quality educational opportunities which are accessible and affordable. They are now the choice of almost a million Illinois residents each year.

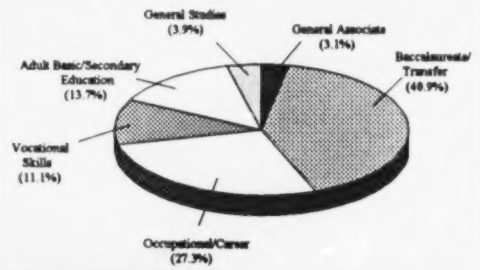
As you examine the contents of this report, I urge you to ***Take a Fresh Look*** at your community colleges. Our integration of ever-advancing technology into our classrooms and curricula is providing convenient pathways for Illinois residents into some of the best jobs in our businesses, hospitals, industries, and offices. We are dedicated to providing the quality, relevant educational opportunities which residents can afford. We are your **community colleges** and **we are looking ahead to move you ahead!**

Geraldine A. Evans

A Closer Look At Community Colleges

- Community colleges are focused on their communities — thus the name. They serve community needs, community businesses, community concerns, and community issues. As the primary trainer of the Illinois workforce, community colleges have grown to fill a far greater need than the first junior colleges ever imagined.
- Each year, nearly one million students attend Illinois community colleges.
- Illinois is the 3rd largest community college system in the nation.
- Approximately 65 percent of all students in Illinois public higher education are enrolled in community colleges.
- 40 community college districts, which contain 49 community colleges statewide, serve the diverse needs of Illinois' adult population — whether those needs include skill-building, retraining, adult education, personal fulfillment, or transferrable college credits.
- The average community college full-time student pays only $1,200 per year in tuition and fees.
- Nearly 31,600 students enrolled in community colleges last year had previously earned a baccalaureate or higher degree.
- Ten community colleges provide a unique welfare-to-work program — OPPORTUNITIES which enables welfare recipients to .
- Community colleges are linking their communities together through telecommunications.
- We are community business partners — community colleges helped to create and retain over 165,000 Illinois jobs in the last five years through economic development initiatives.
- We offer training in over 240 different occupations.
- We are School-to-Work innovators — from tech prep to internships, we facilitate the transition and progress from high school to college or apprenticeships, to workforce or further education.
- Over 90 percent of the occupational program graduates are employed in Illinois; nearly two-thirds are employed in the community college district where they were trained.
- For 30 years — from 1965 to 1995 — the community college system has grown and progressed under the leadership of the Illinois Community College Board.

A LOOK AT OUR PROGRAMS



Fiscal Year 1994 Program Profile

A LOOK AT OUR STUDENTS

Full-time	31.2%
Part-time	68.8%
Female	55.1%
Male	44.9%
AVERAGE AGE	30.8 Years
Students 25 & Over	56.7%
Students 40 & Over	20.8%

Fiscal Year 1994 Student Statistics

INITIATIVES IN ACTION

The Illinois community college system recognizes that the "community" it serves is multicultural, economically diverse, global, and changing. Addressing these and other needs, the Illinois Community College Board has established specific high-priority initiatives to serve as benchmarks for the future.

ACCOUNTABILITY

The Illinois community college system is outcome oriented. The colleges are dedicated to providing cutting-edge programs and services to help students reach their personal and professional goals.

- The ICCB adopted an Inventory of Accountability Measures in March 1993, which focused on instructional and institutional characteristics to track student outcomes; analyze programs; monitor diversity; perform cost/revenue analysis; and monitor staffing patterns, facilities usage, and accreditation status.

- The system's most recent *Occupational Follow-up Study* results indicate that 93.5 percent of occupational graduates were either employed or continuing their education. Over 90 percent were employed in Illinois, and nearly two-thirds were employed in the community college district where they received their training.

- Monitored student retention rates show an institutional retention rate of 50 percent and a course retention rate of 74 percent.

- In March 1994, a Transfer Rate Model for the Illinois Public Community College System was adopted. Standardized information on transfer behavior at each institution is provided to enable the colleges to assist and advise students in their transfer efforts.

- An Educational Guarantees program was piloted — thus assuring students and employers that community colleges throughout the state offer quality programs. In mid-1994, the program moved into statewide implementation with 31 colleges adopting educational guarantees of transfer and occupational programs.

- The ICCB recognized 24 colleges with Awards for Excellence in the areas of Accountability, Institutional Effectiveness, Teaching/Learning, Workforce Preparation, and Substance Abuse Prevention and Education.

- Uniform Financial Reporting standards and principles were implemented for the community college system based on legislation passed in 1992. Standardized electronic data tables are being implemented and designed for all 49 colleges to use in analyzing their financial status.

- ICCB participated in a multiagency partnership in the National Governors Association's Performance Outcomes project. The project promotes superior performance in workforce development systems by focusing on school-to-work transition programs, retraining dislocated workers, and assisting disadvantaged adults entering and reentering the workforce.

- A new Program Review and PQP process improved the system's method for evaluating college programs and setting institutional priorities.

CURRENT AND FUTURE ACCOUNTABILITY ISSUES

The ICCB and the community college system will continue to promote the accountability of the system. As one of the five major themes adopted in the system's VISION 2000 strategic plan, the system will (1) cooperatively develop local and statewide accountability measures that effectively indicate results of student success and institutional effectiveness and (2) increase its efforts to inform the public of its performance. The ultimate goal is to make improvements when and where they are needed and to increase awareness and understanding of the community college system.

TEACHING AND LEARNING

The hallmark of the community college system is its emphasis on teaching/learning and ensuring that classroom instruction meets the diverse needs of students.

- Exceptional individual attention to community college students is available by combining the elements of small class size, quality instruction, and faculty devoted to teaching.
- Teaching strategies, such as the use of computers and telecommunications, and immediate assessment and feedback together ensure that students fully understand the information being presented.
- Through conferences and shared telecommunications capabilities, faculty and administrators have collaborated on the innovative uses of technology in the classroom and the transformation/integration of curriculum and pedagogy to address the diverse and multicultural needs of students.

CURRENT AND FUTURE TEACHING/LEARNING ISSUES

Community college faculty must be exposed to the most current instructional technology and teaching methods to meet the needs of nontraditional students.

ARTICULATION

Articulation ensures that programs and courses offered at community colleges are comparable in quality and content to lower-division programs and courses at universities.

- The Illinois Board of Higher Education (IBHE) and the Illinois Community College Board have launched a major articulation initiative designed to make it easier for students to transfer from community colleges to universities in Illinois. Articulation benefits students by ensuring that their community college courses, which are available at lower tuition rates, meet four-year institutions' requirements for lower-division courses.
- Faculty articulation panels formed by the IBHE and the ICCB have completed the articulation of general education courses. The same process is now in progress with major field courses.
- All 12 public universities, all 49 community colleges, and 37 private colleges and universities are participating in this statewide initiative.

CURRENT AND FUTURE ARTICULATION ISSUES

Increased articulation efforts will be needed to ensure that the many graduates of associate in applied science degrees, which are designed for immediate job entry, can also choose to further their education.

WORKFORCE PREPARATION

The Illinois community college system is the state's primary provider of workforce preparation for adults in the state, serving nearly a half million adults annually through occupational instruction, adult basic and secondary education/literacy coursework, and customized training for businesses. , Workforce preparation encompasses initial education and training for individuals preparing to enter the workforce; retraining or skill upgrading to currently employed individuals who will comprise 75 percent of the workforce by the year 2000; and education and training for individuals who are unemployed, underemployed, or dislocated. The ICCB has implemented the following initiatives to enhance the preparation of the workforce in Illinois.

- Occupational Skill Standards are being developed through a partnership with the Illinois Occupational Skills Standards and Credentialing Council to identify technical, academic, and workplace skills needed for key occupations in Illinois, as well as to correspond with credentialing systems.

- Opportunities is a bold and unique welfare-to-work program that provides comprehensive education and employment training for recipients of Aid to Families with Dependent Children (AFDC). The Opportunities partnership between community colleges, the ICCB, and the Illinois Department of Public Aid (IDPA) has been designed to build self-esteem and financial independence by giving AFDC students the necessary tools to succeed in education and employment. Opportunities has been successfully pilot tested at ten community colleges during the past three years demonstrating that community colleges can effectively provide training for AFDC recipients to help break the welfare cycle.

- In 1993, the ICCB identified the promotion of school-to-work transition efforts as one of its targeted objectives for workforce preparation in community colleges. In order to build a high-quality school-to-work system that prepares young people for their first jobs in high-skill, high-wage careers and that increases their opportunities for further education, the ICCB has organized a committee of community college faculty and administrators and private sector representatives to plan and develop a school-to-work framework for the community college system.

- Tech Prep programs prepare students for high-skill technical occupations that require at least two years of postsecondary education. The Illinois community colleges are active partners with their local high schools and employers in designing and implementing tech prep programs that provide a seamless transition from high school into the community college or into an apprenticeship program. Special tech prep grants have gone to eight community colleges to establish model tech prep programs. In addition, Illinois is one of ten states participating in the national Evaluation of Tech Prep Education Program sponsored by the U.S. Department of Education.

- Federal Technology Reinvestment Program funding has been obtained by the ICCB and the Illinois Department of Commerce and Community Affairs. The initiative will help small- and medium-sized firms incorporate modern technologies and business practices into their operations, enabling them to become more competitive in a global economy.

- The College Credit for Private Sector Instruction (PONSI) program provides a means of evaluating college-level/quality instruction for college credit to benefit employees of industry, associations, government, labor, and other noncollegiate organizations. The ICCB has been selected as the state office for PONSI by the American Council on Education and is responsible for marketing and coordinating the program in Illinois.

- The ICCB's Workforce Preparation Special Initiative Grant program awards funds to community college districts to develop unique and innovative projects which meet the emerging workforce preparation needs of local communities. In fiscal year 1994, grants were awarded to four community colleges.

- Approximately 130,000 adult education students are enrolled each year at over 700 on- and off-campus locations to enhance their basic skills, work towards a GED or high school diploma, or prepare to transition into a college certificate or degree program.

- As a commitment to adult education, the ICCB established and funded seven community college Centers of Excellence in Adult Education in fiscal year 1993 to promote new methods of helping the adult learner to become familiar with the use of technology in order to successfully function in today's society and workplace.

CURRENT AND FUTURE WORKFORCE PREPARATION ISSUES

- ***There is a great need for the Opportunities Program to be expanded*** *to additional community colleges throughout the state. This* ***quality and cost-effective employment training*** *for welfare recipients* ***helps individuals as well as communities*** *and also enables Illinois to access additional federal reimbursements.*

- *The* ***School-to-Work System*** *in Illinois* ***needs to support a collaborative atmosphere between the community college and secondary systems*** *as they work toward blending programs provided to students. Community college and secondary professionals can begin* ***to focus students' career choices*** *by emphasizing counseling, career awareness and exploration, and work-based learning experiences. The secondary school/community college link can provide two pathways for students — the traditional pathway of completing a high school diploma or certificate of initial mastery continuing into higher education, or a pathway that allows a student to pursue and complete a high school diploma/certificate of mastery and an associate in science, associate in arts, or an associate in applied science degree simultaneously.*

- ***Tech prep*** *programs, or 2+2+2 programs, should be viewed as a major component of the school-to-work system. They represent a model for learning-based/work-based programs as well as a partnership among high schools, community colleges, and universities.* ***Recruiting students earlier into these high-skill tech prep programs*** *at the community college level should strengthen the transition from one educational experience to another.*

- ***Innovative approaches*** *to teaching and learning* ***must be stressed and implemented****, and* ***alternative paths to education and careers*** *should be explored. One such approach is through the proposed Youth Learning Centers, which would provide structured, work-based learning in which secondary schools and community colleges, along with employers, work together to ensure that at-risk individuals attain skills in order to make the transition to jobs. In addition, both the Lincoln's Challenge Program and the Lincoln's Challenge Scholarship Program should be expanded to serve more students.*

SUBSTANCE ABUSE PREVENTION AND EDUCATION

The ICCB has continued to encourage colleges to identify and develop substance abuse prevention and education initiatives on their campuses and in their communities.

- Increased coordination among agencies and other institutions has resulted in joint efforts that have strengthened alcohol/substance abuse awareness, such as establishing "action teams" on 20 community college campuses that help to promote healthy educational environments.
- The ICCB has participated in an active coalition of agencies, colleges, and universities to present workshops and a conference to address problems related to alcohol, other drugs, and traffic safety issues.
- Forty-one community colleges have become members of the national Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse through the coordination and encouragement of the Board.

CURRENT AND FUTURE SUBSTANCE ABUSE PREVENTION AND EDUCATION ISSUES

- *Substance abuse education and prevention efforts on community college campuses must be enhanced to combat the new upswing in substance abuse.*
- *During 1995, an aggressive alcohol abuse and traffic safety awareness campaign will involve college campuses even more effectively in reaching their local communities with a message of safety and responsibility.*

HIGH TECH EDUCATIONAL DELIVERY

Illinois community colleges are taking a leadership role in expanding the use of technology as a teaching/learning tool. Over the past two years, major strides have been made in video and data technologies.

- The foundation of a new two-way interactive telecommunications video network is formed through a system of telecommunications resources shared among colleges and universities, schools, government agencies, correctional centers, and hospitals.
- Ten higher education regional consortia coordinate the delivery of educational programs and services across the state. Community colleges and universities are collaborating to provide students with access to a wide range of high-quality educational opportunities.
- In the first two years of the five-year initiative, the regional consortia members have received $30 million in state funding for the network.
- Regional consortia that receive funding must match the state's investment with support from external sources, including federal and private funding, and from users of the system.
- Over 275 interactive videoconferencing sites and mobile units have been designated.
- Regional consortia plan to deliver over 650 courses through the system in academic year 1994-95.
- Community colleges are moving forward on the information superhighway. With assistance from netIllinois and funding from National Science Foundation (NSF) grants, 120 higher education institutions have connected to the Internet. All but three community college districts will be connected by spring 1995.

CURRENT AND FUTURE
HIGH TECH EDUCATIONAL DELIVERY ISSUES

- *Community colleges will continue to expand their use of technology. Maximizing the potential of educational telecommunications is impeded by the limited availability of funds to cover system operating expenses (e.g., line charges, costs incurred when transmitting, and maintaining the equipment, etc.). Likewise, the cost of providing access to the Internet may be problematic. NSF funding provides for Internet installation and connection fees, as well as covering line fees, for the first 24 months. For colleges approaching the end of the 24-month period, covering line charges will be problematic once they are required to pay for these costs.*
- *Professional development needs for faculty and staff will increase to meet the new demands for the use of technologies. Statewide efforts will be necessary to provide training in the most cost-effective manner possible.*
- *Technology standards will require continuous review and revision to keep Illinois in the mainstream of the age of technology.*

SERVICES TO SPECIAL/UNDERREPRESENTED GROUPS

Illinois community colleges serve a diverse student population, including 65 percent and 80 percent, respectively, of the black and Hispanic students in Illinois higher education.

The ICCB supports efforts to address the needs of students from underrepresented groups through funding provided through the special populations grant program. This funding helps colleges provide tutoring, counseling, and testing and assessment.

To encourage faculty to construct educational communities, ICCB staff has:

- cosponsored the first statewide Multicultural, Gender-Balanced Curriculum Transformation Conference with Parkland College.
- developed multicultural modules for faculty to use in changes to course content.
- participated in faculty and staff development diversity workshops on college campuses.

CURRENT AND FUTURE ISSUES FOR
SERVICES TO SPECIAL/UNDERREPRESENTED GROUPS

While the commitment of staff in support programs is laudable, real institutional success with minorities resides in the work of faculty and their capacity to construct educational communities that actively engage students in learning.

FUNDING

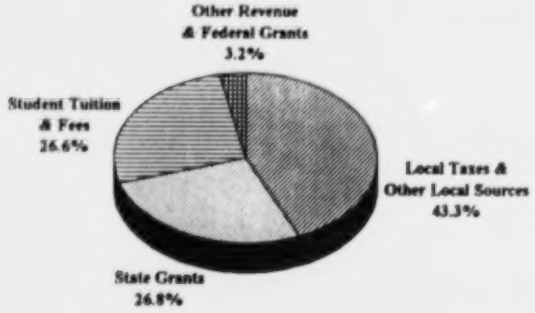
More than ever before, Illinois community colleges are faced with the challenge of securing the financial resources necessary to meet the diverse needs of their students and their communities. To achieve this goal, community colleges depend on three primary sources of funding: state grants, local taxes, and student tuition and fees.

In fiscal year 1994, community colleges received 43.3 percent of operating funds from local taxes, 26.8 percent from state grants and aid, 26.6 percent from student tuition and fees, and 3.2 percent from federal and other revenue sources.

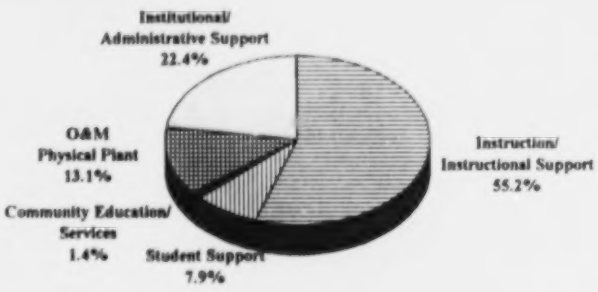
the previous year's appropriation. Although this increase turned the trend of declining state support upward, the resource requirement formula called for an increase of $67.8 million to meet the needs of community colleges.

Fiscal year 1994 expenditure data indicate that over 55 percent of the operating expenditures support instruction and instructional support and 7.9 percent provide student support. Other expenditures include institutional/administration support, community education, and operation and maintenance.

OPERATING FUNDS REVENUE - FY 1994
ILLINOIS PUBLIC COMMUNITY COLLEGES



OPERATING FUNDS EXPENDITURES - FY 1994
ILLINOIS PUBLIC COMMUNITY COLLEGES



▸ OPERATING GRANTS

State grants to community colleges are derived through a statutory funding formula that provides for state resources to equal the difference between the total estimated revenue needed and the available revenue from sources other than state funds.

In fiscal year 1994, state appropriations for operating grants to community colleges totaled $235 million, an increase of $18.4 million over

Community colleges are good stewards of the public funds they administer. During fiscal years 1993 and 1994, community colleges embraced the accountability initiative as a vehicle to assess how they expend their financial resources and to realign those expenditures in a manner that better serves the needs of the students and community.

▸ CAPITAL FUNDS

The state provides capital resources to community colleges to fund repair and renovation

projects. Capital renewal grants are distributed to community colleges based on the amount of on-campus gross square footage. A recent study of community college facilities indicates that over $80 million in deferred maintenance costs has accumulated. Most community college facilities are 20 years old; maintenance costs are more pronounced now than ever. In fiscal year 1994, the state appropriated $3.6 million for capital renewal grants.

The state also provides capital funds for specific projects at the colleges. The state provides 75 percent of the needed capital resources to the college's 25 percent local contribution. In fiscal year 1994, ten community colleges received capital funds totaling $34.7 million.

CURRENT AND FUTURE FUNDING ISSUES

- *In the future, community colleges will be faced with obtaining financial resources to support school-to-work initiatives, to meet the challenges of providing successful adult education programs, and to provide financial accessibility to all citizens to counteract property tax caps and limited state resources.*

- *The state must give priority to adequately funding adult education programs. In 1994, a task force developed recommendations for funding adult education. A funding model was recommended which provides full funding of adult education to be phased in over three years, beginning with fiscal year 1996. This report has been endorsed by the ICCB and is slated for presentation to the Illinois State Board of Education in early 1995.*

- *Another priority funding issue is to address the variation in local property tax wealth among the community college districts. Equalization grants, which are distributed to districts where local property tax revenue per student is below the statewide average, must be fully funded. In fiscal year 1994, the local revenue available per student varied from $393 per student at a downstate community college, to $4,016 per student at a suburban community college, a difference of $3,623 per student. By fiscal year 1996, it is anticipated that the difference in local wealth per student will grow to $4,309 per student.*

- *The state must provide the capital funds needed to comply with state and federal mandates, such as environmental laws, workplace safety legislation, and the Americans With Disabilities Act.*

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